



**The Graduate
School of
Corporate
and Political
Communication
1979-1980**

FAIRFIELD

In Appreciation of their many unique contributions to this program over the years, we dedicate this book to those men and women who have come from other countries to study here with us.

Representing all the others are photographs of some of the students studying here during 1979.

John Bulbeck	<i>(Australia)</i>
Silvana daSilva	<i>(Brasil)</i>
Luis Nasr	<i>(Brasil)</i>
Lauren Campbell	<i>(Canada)</i>
Chih - Ming Chang	<i>(Republic of China)</i>
Liu Sang	<i>(Republic of China)</i>
Sr. Josephine Berchmans	<i>(India)</i>
Alphonso deMello	<i>(India)</i>
Yvor Fernandez	<i>(India)</i>
Mark Mascarenhas	<i>(India)</i>
Al Rifae Bader	<i>(Kuwait)</i>
Michel Hanna	<i>(Lebanon)</i>
Matthew Ogunsiji	<i>(Nigeria)</i>
Fr. George Perera	<i>(Sri Lanka)</i>
Arekom Nithroth	<i>(Thailand)</i>
Theophilus Hunte	<i>(Venezeula)</i>



Photography by: Alphonso DeMello
Yvor Fernandez

A Program in Communication
Leading to the Degree of
Master of Arts

The Graduate School of Corporate and Political Communication 1979-1980

Center for the Advancement
of Human Communication

Fairfield University
Fairfield, Connecticut 06430
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Contents

Program Goals	3
Degree Requirements	4
The University	5
Faculty	6
Course Descriptions	9
Overview of Curriculum and Course Credits	16
Master's (Thesis) Project	19
Graduate Certificate Programs	22
Admissions Procedures	24
General Regulations and Information	25
Tuition and Fees	26
Standing Committees	27
Administration	29
Former Degree Recipients	30
Calendar	32

Program Goals

Society fragments its communication activities by diverse labels, technologies, media channels, and professional concerns. We have developed some brilliant specialists and some excellent techniques.

At the same time, basic divisions and conflicts within families, between groups, and among nations remain. And a new generation of problems has been spawned by the constant and transnational wash of media, data technology transfer, and the growth of information capitalism.

To meet the communication hopes of the human family, we must have not only specialists and refined techniques but more communicators who have the breadth which comes from an integrated view of human communications in its myriad particularities.

Goals and Objectives

The Master of Arts program in corporate and political communication aims at a combination of generalist wisdom and professional competence. It is humanistic in orientation; socially focused through its attention to the corporate-institutional and political-governmental forces which mold human ecologies; and concerned with the intellectual, moral, and aesthetic development of the communicator and the media.

Graduates should have a sound understanding of communication theory and practice; and should be able to design, apply, and evaluate communication strategies in particular contexts.

Within the bounds of individual personalities and skills, graduates are able to enter a wide variety of professional positions. They are trained as broad communicators with a great potential for growth in chosen work-contexts.

The curriculum also provides the grounding necessary to pursue related doctoral studies.

Approach

To ensure a common, generalist base, two courses are required of all students: 1) *Human Communications*, taught by the dean and seven faculty members, surveys the individual's potential in communication; the historical constructs of the individual in society from political, religious, and literary perspectives; and critiques communication forms in various contexts as proportioned or disproportioned to human development; and 2) *Communication Systems and Theories* orients students to theoretical constructs, research, and current formulations in the scientific approach to communication study and appraisal.

In addition, students are required to take set minimums in the following areas: *Concepts and Theories*; *Media and Methods*; and *General, Organizational, and Political Contexts*.

Beyond the required common base, the large number of courses and independent studies available allows the student great flexibility in establishing a concentration. The range of choices allowed for course-related research and presentations, and for theses or final projects, enhances this flexibility for the individual.

The diverse faculty and guest lecturers individually combine proportioned academic backgrounds with broad professional experience in solving communication problems and in using communication theory and wisdom.

Many of the students also have experience in social, corporate, or media communications, and thus can further the professional molding of the student body. In addition, a number of students from other countries and Americans with *Action* experience serve to broaden class-related inquiry.

Thomas J.M. Burke, S.J., Ph.D.
Dean

Degree Requirements

(Track Option to be selected prior to completion of 24 credits)

Curriculum Track A

(Master of Arts)

1. Thirty-three (33) credits of course work with at least a B average and
2. Completion of an approved thesis or final project. (Guidelines for thesis/projects available from GradComm Office.)
3. All work must be completed within nine (9) trimesters after beginning course work.

Curriculum Track B

(Master of Arts)

1. Thirty-three (33) credits of course work with at least a B average and
2. Submission and approval by the Dean of a *Professional Development Plan* for nine (9) additional credits in courses selected from the M.A. curriculum and approved by the Dean as consonant with the Plan.
3. All work must be completed within ten (10) trimesters after beginning course work.

Curriculum Track C

(Master of Arts plus Graduate Certificate)

1. Thirty-three (33) credits of course work with at least a B average.
2. Twelve (12) additional credits with at least a B average in courses selected from the listed Certificate curricula.
3. Completion of an approved thesis/project in the student's certificate specialty.
4. All requirements must be completed within twelve (12) trimesters after beginning course work.

Statistics Requirement

Prior to graduation, a student must do ONE of the following:

- submit evidence of statistical knowledge
- successfully complete the course Models and Measurement (263)
- successfully complete Communication Research Methods (264)
- successfully complete Attitude & Public Opinion Laboratory (265)
- successfully complete a self-teaching, take-home examination on statistics



The University

Fairfield University, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus — the Jesuits — on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judaeo-Christian values.

Being a Jesuit university does not mean that Fairfield is narrowly sectarian. The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Located in America's "academic corridor," — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social, and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas, and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, leisured atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded less than 40 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are: the Banow Science Center; the modern Campus Center; the Nyselius Library, and the newly completed Recreational Center with its 25-meter pool, saunas, whirlpools, various courts, and a jogging track. This spacious campus allows plenty of room for outdoor playing fields, tennis courts, and informal recreational areas.

The School

The Graduate School of Corporate and Political Communication, founded in 1966, was a response to an emerging concern that had been expressed by communications professionals and by the general public as they looked apprehensively at the impact of modern communications. Its primary objective is to provide a generalist's understanding of the systems, the ethics, the modes, the meanings, and the structures of human communications. Many of its students are self-employed professionals; others are sponsored by corporations, educational institutions, social agencies, hospitals, and government agencies; while others enter directly from undergraduate colleges from around the country.

In a subject so fundamental as human communication, we are all learners. It is essential that all those involved share their knowledge, their expertise, research, and personal reflections. We must also be open to one another's diverse opinions and viewpoints. If we are to succeed in our quest for understanding, students and faculty alike must participate actively in all classes, seminars, and more informal interactions. If we are jointly to further the understanding of human communication, we must also be mutually supportive as we re-imagine communication activities and seek to transcend the particulars of various contexts in order to discover core validity.

To be successful in this interdisciplinary milieu requires constant effort and alertness to build links between diverse courses, concepts, readings, and experiences.

Faculty

Ray Abel, *Lecturer*

B.A., State University of Iowa; M.A., State University of Iowa. Freelance Television Producer-Director-Consultant; Lecturer in Video Certificate Program. Previously: Instructor, Michigan State College and City College of New York; Staff Producer-Director, ABC-TV; Freelance Commercial Producer-Director, NBC-TV; Staff Producer-Director, CBS-TV; Executive Producer, Videorecord Corporation of America.

Ruth Gonchar Brennan, *Adjunct Professor*

A.B., M.A., Ph.D., Temple University. Member of the Interpublic Group Strategy Workshop. Formerly Communications Director of Campaign Publicity Corporation and Assistant Professor of Communications, Hunter College.

Thomas J.M. Burke, S.J., *Dean*

A.B., Boston College; M.A., Boston College; S.T.L., Weston College; Drama Certificate, Fordham University; Ph.D. New York University. Previously: Religion Editor, *America*; Assoc. Editor and P.R. Dir., *Jesuit Missions*, N.Y.; Coordinator TV series "Face of the World", Westinghouse Broadcasting; Editor of *Mary and Modern Man* (America Press); *Beyond All Horizons* (Doubleday); *Sinews of Love*, (New American Library); P.R. Dir., Fairfield University.

Joseph Cahalan, *Lecturer*

B.A., Fordham; Ph.D., New York University. Manager, Employee Affairs, Xerox Corporation. Previously: Public Relations staff, Port Authority of New York and New Jersey; Deputy Chief of Public Information, U.S. Army, Vietnam; Manager of Public Relations, Xerox Education Group.

Theodore A. Cheney, *Lecturer and Administration Coordinator*

B.A. and M.A. Boston University; M.A. Fairfield University. Previously: Research Associate and Assistant Professor, Cornell University; President, Geotechnics and Resources, Inc.; Senior Scientist, Dunlap and Associates, Inc.; Consultant on creativity and problem solving; writer and author; Member: The Authors Guild and The Authors League of America.

William Craig, *Lecturer*

M.A., Columbia. Lecturer in Professional Writing Program, has written non-fiction books (*The Fall of Japan* and *Enemy At the Gates*) and fiction books, (*The Tashkent Crisis* and *The Strasbourg Legacy*).

George W. Crane, *Assistant Professor*

B.A., Catholic University; M.A., Fairfield University. Consultant on Advertising and Executive Education. Previously: Creative Group Head, J. Walter Thompson Co.; Vice President and Creative Director, Fred Wittner Advertising.

Robert T. Eckenrode, *Adjunct Professor*

B. Ch. E., Villanova University; M.A., Fordham University. Executive Vice President for Administration and Planning, and Treasurer, American Stock Exchange, Inc. Previously: Senior Vice President and Director, Dunlap and Associates, Inc.; Director, Engineering Psychology Division, Frankford Arsenal.

Stanley Englehardt, *Lecturer*

Free-lance writer and lecturer in the Professional Writing Program, he has been a full-time free-lance writer for 25 years, by-lining or ghosting about 1,700 articles, eleven non-fiction books, including: *Strategic Defenses*; *Caveat Cannabis*; *Kids and Alcohol: The Deadliest Drug*; four major network television documentaries, including: *The Mighty Atom* (winner of the A.E.C. award) for CBS and *World of Numbers* for NBC; several hundred speeches for corporate officers, and scores of brochures and pamphlets for various organizations.

Hugh Farrell, Adjunct Professor

A.B., Xavier University. President and Chief Executive Officer, Hammond Farrell, Inc., Chairman of the Board, In-Person Communications, Inc. Formerly: Vice President, Fred Wittner Advertising Agency; Client Services Manager, Marsteller, Inc.; Corporate Advertising Manager, Babcock & Wilcox.

Allen Flagg, Adjunct Professor

B.A., New York University. Executive Director, New York Society for General Semantics; Secretary, General Semantics Foundation; Trustee, Institute of General Semantics; Author and lecturer on general semantics and communication.

Guy Fraumeni, Lecturer

Independent producer of films and videotapes for network television. Lecturer in Video Planning, Writing, and Production program. Education: Art Students League; Hans Hoffman School; Escuela de Pintura y Escultura (Mexico City); Accademia Nazionale di Roma; Académie de la Grande Chaumière (Paris). Previously: filming at Cine Citta Studios (Rome); Film/TV Director, NBC; Two New York Art Directors Club Gold Medals; Book Design and A.I.G.A. Awards; Berlin TV Festival Grand Prize for documentary, *This Is Marshall McLuhan*.

Jay Frederick, Adjunct Professor

Musicologist and Composer; Consultant on sound; Screen writer; Voice coach for an Academy Award winner ('76); White House Consultant for an analysis of the audio component in the 1976 televised debates by the two presidential candidates.

Jerome W. Gerbereux, Adjunct Professor

B.S., Wharton School, University of Pennsylvania. Consultant-Management Manpower, Executive Manpower Staff, General Electric Headquarters. Previously: a number of executive positions concerned with organization and manpower within General Electric Company.

Richard Goldhurst, Lecturer

B.A., Kenyon College; M.A., New York University. Lecturer in Professional Writing Program; Story Analyst for CBS-TV; Editor of Journal for the Society of Motion Pictures and Television Engineers, Assistant Editor of *Carolina Israelite*, and has published eight books in addition to writing the Bell-McClure Newspaper Syndicated column, *Only in America* (3 times weekly 1960-1975).

Meg Gottemoeller, Lecturer

B.A., University of Michigan; M.S. Temple University. Director, Media Resources, Second Vice President, The Chase Manhattan Bank. Lecturer in Video Planning, Writing, and Production program. Previously: Senior Producer, Merrill Lynch, Pierce, Fenner, and Smith, N.Y.; Producer, Insurance Company of North America; Lecturer, Department of Radio/TV/Film, Temple University.

Bruce E. Harding, Senior Lecturer

B.S., Boston University; M.S., Boston University. Senior Producer-Director, Cornell University Educational Television Center. Previously: Research Scientific Photography, Massachusetts Institute of Technology; Assistant Director, Division of Audio-Visual Education, Graduate School of Business Administration, Harvard University; Consultant in Communication, the Government of India, The Ford Foundation — India; Associate Director of Film Operations, Broadcasting and Film Commission, National Council of Churches.

Phyllis Hopkins, Adjunct Professor

B.A., Trinity University; M.A. California State University at San Diego; Ph.D., Wayne State University. Manager, Manager Development, Richardson-Merrell, Inc. Previously Consultant, Corporate Consulting Service, General Electric Headquarters; Research Associate, Psychological Resources, Inc.; Instructor, Management Training Seminar, Burroughs Corporation; Associate Psychologist, Psychological Services, Dallas Independent School District; Adjunct Assistant Professor, University of New Haven.

Gerald Kean, *Lecturer*

A lecturer in Professional Writing Program, he has written, produced, and directed productions on ABC, CBS, NBC, and BBC. He has received four Emmy Awards, 14 Peabody awards and 11 Ohio State Awards.

James J. Keenan, *Professor*

A.B., Manhattan College; M.A., Fordham University; Ph.D., Columbia University. Previously: Research Director, Office of Naval Research Training Studies; Research Program Director, Institute for Research in Human Relations; Managing Scientist, Dunlap and Associates, Inc.; Private practice and consultancies in the design, development and evaluation of systems, programs, products, and personnel.

Woody Klein, *Adjunct Professor*

B.A., Dartmouth College; M.S., Columbia University Graduate School of Journalism. Manager, Communications and Community Relations, IBM. Lecturer in the Professional Writing Program. Previously: Reporter and Columnist, The Washington Post, The New York World-Telegram and Sun; Correspondent, WCBS-TV; Press Secretary, New York Mayor John V. Lindsay; Managing Editor, Think Magazine, IBM; writer and author; Adjunct Professor of Journalism, New York University, University of Bridgeport; Member: Sigma Delta Chi Professional Journalistic Society.

Stewart D. Kranz, *Adjunct Professor*

A.B., Harvard University; M.A. Columbia University; Ed.D., Teachers College, Columbia University. Co-owner of Barwick/Kranz, Communication Consultants; Adjunct Professor, Teachers College, Columbia University, and Adjunct Professor in the Video Planning, Writing, and Production Program, Fairfield University. Formerly Director of Research and Development, Videorecord Company, Inc.

Edward Langley, *Lecturer*

Lecturer in Professional Writing Program; consultant under contract to General Electric innovating corporate image programs, writing stories, and producing materials for film and television; he is also a free-lance writer of feature stories for New York papers and magazines. He worked for the General Electric Company as a professional writer in various divisions from 1951 to 1974.

Maxwell Lehman, *Visiting Professor*

B.A., Rutgers University; M.P.A., New York University, advanced studies in anthropology and political science, Harvard University; Chief Assistant Deputy Mayor for Policy, City of New York; Director, Public Administration Center, Long Island University; Formerly City Administrator, City of New York.

F.X. McFarland, S.J., *Visiting Professor and Research Associate*

A.B., Georgetown University; M.S., Fordham University. Professor of Communication, Nirmala Niketan, Bombay, India; Director, Communication Coordination Centre, Catholic Bishops Conference of India. Previously Founder and Director, Institute of Communication Arts, St. Xavier's College, Bombay, India.

Je H. Min, *Adjunct Professor*

Ph.D., University of Wisconsin; National Manager of Technical Applications, Donnelley Marketing (Rueben H. Donnelley, Inc.). Formerly: Media Planner with Young and Rubicam; Media Systems Supervisor with Foote, Cone & Belding Advertising; Adjunct Professor on Research Methodology, Queens College, New York.

Jiri Nedela, *Assistant Professor*

Baccalaureate, Modern Language Gymnasium, Prague, Czechoslovakia; Ph.D. Charles University, Prague. Previously: Editor, Prague Radio Foreign Broadcasts; translator of Erich Fromm's *Marx's Concept of Man*; Information Officer, United Nations Secretariat, New York; Deputy Chief, U.N. Center for Economic and Social Information.

Course Descriptions

Nicholas Pentcheff, *Lecturer*

B.Sc., London School of Economics; M.A., Columbia University; Lecturer; Commentator for Radio Free Europe on Western Hemisphere Developments; formerly — Chief, Bulgarian Desk, Radio Free Europe (1957-1974); Member, Advisory Council, Freedom of Information Center, Columbia, Miss.; Foreign correspondent; Press Attache and Secretary, Bulgarian Legation, London.

John S. Schmotzer, S.J., *Lecturer*

Baccalaureate, Gymnasium, Kosice, Czechoslovakia; M.A., Philosophical Institute, Brno, Czechoslovakia; S.T.L. Collegium Maximum St. Bellarmini, Shanghai, People's Republic of China; Ph.D., (Political Science) Georgetown University. Previously: National Director of Retreats and Popular Missions, Taiwan, Republic of China; Graduate Fellow, Center for Strategic and International Studies; Researcher.

Allan Sloane, *Lecturer*

B.A., City College of N.Y.; M.A. Columbia School of Journalism, Lecturer in Professional Writing Program, is best known by the public for his Emmy Award-winning productions: *And James Was A Very Small Snail*; *Teacher, Teacher*; *To All My Friends On Shore*; his award-winning feature film, *Martin Luther*; and *Emily, Emily* (Hallmark Hall of Fame).

Barry Tarshis, *Adjunct Professor*

A.B., University of Pittsburgh. A full-time writer and author of numerous articles and non-fiction books. Author or co-author of: *The "Average American" Book*; *An Introduction to Physiological Psychology*; *The Asphalt Athlete*; *Tennis and the Mind*; *What it Costs*; *Creative New Yorker*; *The Steady Game*; contributor to such magazines as: *New York*, *Sport*, *Seventeen*, *Signature*, *Playboy*, *Town & Country*, *Travel and Leisure*.

Gerard Van Duyn, *Adjunct Professor*

Graduate of *Academie van Beeldende Kunsten en Wetenschappen* at The Hague (1950). Senior Partner, Gerard Van Duyn Associates. Designed World's Fair exhibits for Chrysler Corp.; Travellers Insurance, CONOCO, and Air Canada Pavilion at EXPO '67. Recently completed work for the Columbia Corporation and designed the Guinness Hall of Records building and exhibits.

(201) Human Communication (Dean and Faculty)

A broad investigation of human communication in its individual and societal dimensions. The human measure of communication examined from the perspectives of: biology, epistemology, language, symbols, creativity, drama, novels, religion, media, and politics. Projects and research concern forms of communications which are proportioned or disproportioned to human advancement.

(202) Communications Systems and Theories (Keenan)

A systematic overview of human communications from a personalogical viewpoint. Attention to intra-personal, inter-personal, man-technologies, and man-system communications ranging in scale from the person-to-person through mass-to-mass. Includes a review of communication arts, science, and technologies. Theoretical approaches covered include the mathematical, cybernetic, social-psychological, psychobiological, anthropological, semantic, transactional, syntactic, and pragmatic. An eclectic heuristic is proposed for approaching and solving problems in human communication.

(203) Creativity/Problem Solving (Cheney)

Course's goal is to make one a more effective communicator through the more effective exercise of the inherent capacity to create. Course develops an attitude of self-confidence in one's ability to be deliberately creative. Creative guests interviewed by class to develop a "creative personality profile." Creative problem solving techniques, e.g. Syntectics, Lateral Thinking, Soft Logic, as practiced by government and industry are discussed and then applied to problems during several class sessions. A major project required.

(204) Language and Communication
(Brennan)

The study of language is in large part the study of humankind. The course will clarify the role of speech, language, and thought in making humans, Human. It will answer questions such as: Is language innate in humans? How do children acquire language? What is the relationship between syntactics, semantics, and phonetics? What is slang? Obscenity? Naming? What are the limitations of language?

(206) Public Opinion
(Nedela)

An inquiry into the nature, formation, and role of public opinion in modern society. Examination of past and present theories, analysis of factors influencing public opinion, particularly the effects of mass media of communication. Explanation of procedures and techniques used in opinion polls.

(207) Human Attitudes — Development and Change
(Keenan)

An in-depth inquiry into the nature and dynamics of human attitudes and their bases in human communications. This seminar involves the modelling of human performance and communication and the understanding of the psychological and physiological aspects of human attitudes as well as the modern theories of human attitudes: dissonance, instrumentality, balance, persuasion, functionality, social-judgement. Includes also a review of the major approaches to measuring human attitudes: physiological, paper-and-pencil, kinesic, proxemic, interviews, and surveys. Student projects in the content, language, structure, style, and immediacy dimensions of the influential act and communication.

(208) Ethical Considerations in Communications
(Crane)

An examination of the conflicting interests which affect mass communication, and of the useful as well as damaging impact of various modes of communication on individuals and groups in society.

Cases involve the individual's need and right to know, right of privacy and public good, freedom of the press and requirements for fair trial, right to manage and public disclosure, personal autonomy and mass persuasion.

Against a background of classical and modern ethical systems, students will investigate current ethical issues particularly as they are affected by communications.

The course will be conducted on a lecture/seminar basis and will include group presentations.

(210) Contemporary Dialogues
(Nedela)

Individuals, groups and institutions constantly react to a barrage of communications through which ideologies, ideas, true and false images, information and misinformation about society and the world compete to affect perceptions and behavior.

Through lectures, discussions, film showings, reading of novels, and looking at works of art the course will review some key problems involved in the contemporary government-public, business-public, business-government, East-West and North-South dialogues. Manipulative communication will be one of those problems.

(211) Communication and Culture
(Nedela)

The course deals with concepts of culture, cultural change, and the role of values, perceptions, thought patterns and language in communication. Also reviewed is the function of mass media as conveyors of cultural patterns, and the effects of cultural differences on tensions and conflicts within our society and the world as a whole.

(213) Persuasion and Systematic Communication
(Crane)

An intensive inquiry, by means of lecture/seminar, into the nature of human persuasion. Following a review of traditional and contemporary thought on persuasion, case studies will be selected by students to serve as real context for the principles adduced.

(214) Signs, Symbols, and Images
(Van Duyn)

An investigation into signification in human communications. The analysis and appraisal of signs, symbols, and images generated in audio, visual, and lingual environments.

(215) The Media
(Crane)

Survey and analysis of the origins, development, and interrelation of mass media from Gutenberg to McLuhan and beyond. Theoretical emphasis will be upon the man/machine interface. Analysis will be focused upon contemporary media output.

(216) Macromodels of Communication
(Schmotzer)

This course deals with human communication in terms of the all-pervasive social-political dimension, the "social web," and the "process of institutionalization." It examines the way in which the entire social fabric, seen as so many interrelated systems of information and control, affects the performance of human communication. Given this conceptual framework, the course confronts the communication-related questions of social stability, social change, social status, and stratification. Considers the distinct models postulated by the various systems of information and control (political, philosophical, religious, scientific, and futuorological).

(218) Political-Governmental Communication
(Lehman)

The interior workings of the complex political-governmental-citizen communication processes are examined, analyzed, and re-synthesized, utilizing actual cases derived from local, state, national, and international experience. Theories of communication are compared and contrasted with the actualities of political campaigns and the plus-minus relationships between political-governmental persons and their "publics." Subjects covered include the nature of political power and the means used in acquiring it; strategies and tactics of persuasion in the political-governmental context; political pressure, influence, lobbying, corruption; methods of determining citizen attitudes in various societal groupings; dealing with political conflict; "inside" the campaign organization, and running for public office.

(220) Bureaucratic and Political Dynamics
(Schmotzer)

Within the political process special attention is devoted to the communication dynamics of bureaucracies and interest groups. Some topics investigated are: various structural and communication models; interaction of interest groups, Congress, and bureaucracies; interest groups perceived as pressure groups; some historical and comparative bureaucratic models; strategies to change the negative dimensions of bureaucracies.

(225) Components of Communication: The Lingual Component
(Flagg)

Language as a multi-purpose tool; interactions of verbal and non-verbal reality; facts/inferences/judgements; the epistemology of knowledge; structural differential diagram; semantic differential.

(225) Components of Communication: The Audio Component
(Frederick)

Probing the elements and purposes of sound; analyzing the physical, philosophical, physiological, and psychological factors present and affecting any audio situation; the use of music and other sound as calculated psychological tools to motivate; audio analysis of films and television commercials; observation of well-known musicians cutting a record in major recording studio.

(229) Independent Studies
(Faculty)

Such independent studies may concern: areas in which no formal course is offered; in-depth study of some aspect of a course previously taken; construction of a relevant communication artifact; or an experimental, case, or survey research project. The fee for these studies is the same as the tuition rate for regular courses. (Application forms available in office.)

(253) Cross-Media Analysis
(Crane)

An examination of the persuasive extensions of man from free verse to pay TV. Through comparative analysis, the dominant persuasive characteristics of each medium will be ascertained. By observing the metamorphosis of the same message in different media, the class should develop analytical skill as well as an understanding of how material is prepared for various media.

(261) The Persuasive Film
(Harding)

This course is designed to develop in participants an historical perspective and increasing sophistication in the ability to analyze and interpret the message of persuasive films. The class will view and discuss films relative to ideological, persuasive, and/or propagandistic content dealing with the following and additional subject areas: war, peace, affluence, poverty, ecology, developing countries, urban problems, population, education, and government.

(263) Models and Measurement
(Keenan)

An introduction to the needs, opportunities, and methods for measuring phenomena in and about human communications. Reflects on basic and applied inquiry in the areas of public relations, advertising, mass media, persuasion, interpersonal, intercultural, and information systems. Includes the systematic overview of the objectives, design and process of inquiry, variables and measures in communications, measuring instruments, problems of sampling and the statistical analysis of data. (Fulfills statistics requirement.)

(264) Communication Research Methods
(Min)

A practicum in problem formulation and various research methods for empirical study. Familiarity with essential aspects of research is developed through class exercises. Research modes drawn from proven field techniques are integrated into a simple classification for various communication practices. The use of statistical tools including computer is introduced strictly in terms of lay persons. (Fulfills statistical requirement.)

(265) Attitude and Public Opinion Laboratory
(Kennan/Nedela)

A practicum in the measurement of human attitudes and public opinion with an emphasis upon faculty-student surveys and other measurement practices and techniques. Assumes interest and familiarity with concepts in the communication of attitudes and opinion but does not require expertise or prior coursework in survey or other measurement techniques. (Fulfills statistics requirement.) (Prerequisite: either (206) (207) or approval by professor.)

(272) International Political Communications and Propaganda
(Pentcheff) (not offered in '79-80)

Examination of the development of propaganda and persuasion from Plato to Lenin, from Machiavelli to Hitler and Churchill. The Helsinki Agreement proclaimed the need for exchange of people, ideas, and information in the name of peace. Today the world is a veritable Tower of Babel with dissemination across the ether of unprecedented waves of information, misinformation attacks, innuendoes — in hundreds of languages. Newspapers, books, art groups, movies, TV programs and travellers cross borders and play their part in international communication.

(273) The American and Foreign Press
(Pentcheff)

Comparative study of the history, structure, control and content of the mass media in the United States and abroad. Among the issues discussed: how does the American press inform the public on domestic and foreign affairs; sharp clashes between press and government in the U.S. and total conformity in many countries; is the American press moving from the position of the Fourth Estate to the center of policy making; freedom and responsibility of the press. Students monitor the media and present critical reports for discussion in class.

(274) Community Communication
(Nedela) (not offered in '79-80)

The study of community as a unit of social organization with which people identify and where they interact with each other is basic to a better understanding of the individual's role in society. Conducted as a combination of lectures, discussions, and student-presented case studies, the course will deal with the changing realities and concepts of community, and with attempts to preserve or restore common bonds which modern mass work society seems to erode. Participants will carry out some field work in their communities.

(277) Interpersonal Communications
(Keenan)

An exploration of the social content, structure, and process of the interacting person; communication and personal growth; life cycle communicative behaviors. Special emphasis on interpersonal and group dynamics; negotiations and games; self-confrontation; sensitivity; encounter communications; managerial styles.

(278) Communication Arts and Cultural Profile
(Burke) (not offered in '79-80)

Examination of various aspects of contemporary communications arts (plays, novels, movies, humor, music, dance, television, museums, etc.) as they develop/articulate a cultural profile for the individual and society. Emphasis is on widely disseminated forms perceived as entertainment. Trends in various fields and their effects on human sensibilities, choices, goals, and the imaging of reality form the subjects of individual or small group explorations. Professionals from the various arts join the sessions.

(279) Communication Dimensions of Human Ecologies
(Keenan) (not offered '79-80)

Advanced seminar exploring the interdependence of human information and behavior and the physical, metaphysical, and psycho-physical environments of man. Extension of thinking from the biosphere to the noosphere including the examination of space and time environments, organizational environments, eco-systems, and ekistics.

(280) Negotiations: Corporate and Political
(Schmotzer)

This course will deal not only with the theoretical principles involved in this complex form of human interaction but also with the practical aspects of bargaining in terms of procedures learned from labor negotiations, diplomatic relations, and police experience with hostage-dominated confrontations.

(282) Intercultural Communication
(Nedela)

Problems of communication between people of different cultural or subcultural background. Emphasis will be on ways and skills enabling proper transfer of meaning in situations where differences in perception, thinking, and language can become major cause of misunderstanding. Participants will present case studies based on their practical communication experience.

(286) International Communication
(Nedela)

How do nations, governments, and organizations perceive each other, and how do they communicate with each other? The course deals with modes of international communication and types of messages and symbolic gestures exchanged through personal encounters, conferences, organizations — both governmental and non-governmental — and through mass media systems. A special seminar session will be devoted to a simulation of international conference negotiation.

(291) Film Making
(Harding)

This course deals with the fundamentals of film making by making films. The practice of viewing films in process attunes the film maker to a variety of problems and situations such as locating the most effective shots, exploring the pace of editings and arrangement of sequences, matching light and color, producing appropriate sound tracks. This course asks, "What am I trying to say?" The emphasis is upon the answer to that question — not upon the camera's operation.



(292) Video Production Techniques
(Abel)

A beginning course designed to help develop practical and effective communication skills using non-broadcast, portable video equipment. Participants learn by doing. Although emphasis is on using creative professional techniques to improve low budget program quality, these same techniques apply equally to all video tape recording situations. This course is prerequisite to Graduate Certificate program in Video. (Offered in both trimester I and III)

(293) Black and White Photography
(Harding)

This is a course on using the still camera creatively for effective communication. The emphasis is always upon, "What are you trying to express with this print?" A study in the techniques and the art of exposing black and white negatives, it also includes the art of printing in the darkroom, mounting and exhibiting prints. An exploration of the art of seeing. Both the beginner and the more advanced student will find the course beneficial.

(295) Writers Workshop
(Cheney)

A course in literary pragmatism dedicated to the search for that which is clear, vivid, moving. A course in appreciating and creating the best of all possible words for a particular purpose. Organized as a guild, the class will divide into small groups of editors reviewing the original writings of each member. This transient guild intends to develop in its members a compulsion to revise his or her own death sentence, should it be found wanting.

(297) Effective Writing
(Tarshis)

Review of principles and exercises in expressive skills. Emphasis on formulating a message of a particular form for a specific audience in such a manner that it will be coherent, lucid, and persuasive.

(298) Communication Technologies
(Kranz)

High technology and its effects on human communication. A discussion in lay terms of hardware, software, and courseware in the more significant technologies: satellites, cable, fibre optics, videocassettes, videodiscs, wired systems, and computers.

(301) Organization and Management Theory
(Gerbereux)

An examination of current organization theory and practice; the appropriateness of different forms of organization structure for different strategies, industries, and other organizations; the types of management required to implement different forms of organization; and the communication requirements made necessary by particular combinations of strategy and structure.

(302) Managerial Roles and Organization Behaviors
(Hopkins)

The course will examine the joint effects of the manager's personality and the brief, fragmented nature of managerial work upon the development of managers' behaviors. It will also address the implications for communication work of managers' increased reliance upon informal networks, verbal influence, and leadership skills.

(303) Corporate/Organization Communications
(Eckenrode)

Communication as an essential element in achieving organizational objectives; upward, downward, and transverse internal communications; communications in various types of organizations (industry, government, philanthropy, etc.) in various situations (crises, negotiation, etc.) and with various groups (stockholders, boards of directors, consumers, public, civic organizations, etc.).

(304) Information Systems and Decision Making
(Eckenrode)

Decision-making in management — relation to communication; planning and operating decisions; techniques for decision-making and problem solving; management information systems (MIS) to support decision-making; varieties of MIS; requirements for MIS design; communication audits.

(306) Public Relations (Trends and Practices)
(Cahalan)

Examination of current trends in corporate and political relations with constituents, employees, communities, shareholders, customers, and other groups which affect institutions. Course includes case studies, lectures, and student participation. Emphasis is placed on why P.R. programs often *fail* and what can be done to improve them.

(307) Advertising (Trends and Practices)
(Farrell)

A comprehensive review of: marketing; communications planning; advertising's creativity and its execution; market research; and ethical considerations in advertising. Students acquire practical experience by evaluating current print advertising and television production practices.

(308) Corporate Case Studies
(not offered '79-'80)

A different executive will present a case history of failure or success each week for class analysis and discussion. Previously included: (Leroy M. Brain, Director of Communications, Burndy Corp.; Dr. Joseph M. Cahalan, Manager of Employee Affairs, XEROX; William J. Kenney, Program Administrator, Communications Department, I.B.M.; E. James Clark, Manager, Corporate Educational Communications, General Electric Co.; Thomas E. McCarthy, Director of Public Information, General Telephone & Electronics Corp.; John F. McGoldrick, Director, Communications Services, American Can Co.; David A. Moffitt, Director of Information, Continental Oil Co.

Overview of and Distribution



- A. CONCEPTS & THEORIES (Minimum of 12 credits)
 - ★ ★ ★ (201) Human Communication
 - ★ ★ ★ (202) Communication Systems & Theories
 - (206) Public Opinion
 - (207) Human Attitudes
 - (208) Ethical Considerations
 - (215) The Media
 - (211) Culture & Communication
 - (213) Persuasion & Systematic Communication
 - ★ (229) Independent Studies
- B. RESEARCH COURSES (No minimum credits)
Course #263, #264, #265 satisfies statistics requirement
 - (263) Models and Measurement
 - (264) Communication Research Methods
 - (265) Attitude and Public Opinion Laboratory
 - ★ (229) Independent Studies (Case, Survey and Experimental research)
- C. MEDIA & METHODS (Minimum of 6 credits)
 - (204) Language and Communication
 - (214) Sign, Symbol, Image
 - (253) Cross-Media Analysis
 - (261) The Persuasive Film
 - (225) Components of Communication (Audio and Lingual)
 - ★ ★ (295) Writers Workshop
 - ★ ★ (297) Effective Writing
 - ★ ★ (293) Black & White Photography
 - ★ ★ (291) Film Making
 - ★ ★ (292) Video Production Techniques
 - (298) Communication Technologies
 - ★ (229) Independent Studies

-
- ★ Independent Studies may be for 1, 2, or 3 credits, but no more than 6 credits may be toward M.A.
 - ★ ★ No more than 9 credits in "expressive" Communication courses may be used toward the M.A. degree.
 - ★ ★ ★ All students must successfully complete these courses prior to graduation.

N.B. All regular courses are for 3 credits.

Curriculum

Course Credits

D. CONTEXTS (Minimum of 6 credits)

General Contexts

- (203) Creativity/Problem Solving
- (277) Interpersonal Communication
- (282) Intercultural Communication
- (210) Contemporary Dialogues
- (278) Communication Arts & Cultural Profile
- (279) Communication Dimensions of Human Ecologies
- (286) International Communication
- (216) Macro-Models of Communication
- ★ (229) Independent Studies

Organizational Context

- (301) Organization and Management Theory
- (302) Managerial Roles and Organization Behaviors
- (303) Corporate/Organization Communications
- (304) Information Systems & Decision Making
- (306) Public Relations (Trends and Practices)
- (307) Advertising (Trends and Practices)
- (308) Corporate Case Studies

Political Context

- (220) Bureaucratic and Political Dynamics
- (218) Political Communication
- (272) International Political Communications and Propaganda
- (273) American and Foreign Press
- (274) Community Communication
- (280) Negotiations (corporate & political)
- ★ (229) Independent Studies



Supplementary Courses: With prior approval by the Dean, up to six credits may be transferred from the Fairfield University Graduate School of Education or from other graduate schools. The Dean of the Graduate School of Corporate and Political Communication must determine that these transferred credits are from courses closely related to this communication curriculum or that they fill a particular need for the individual's plan of studies.



Master's (Thesis) Project

(Curriculum Tracks A.&C.)

In addition to completion of the courses which constitute a unified plan of study in communication, the student's fitness for the degree is further tested by a Master's (thesis) Project.

A student may present a proposal (plan) for the Master's Project at any point after entering the school. A student *must* begin discussions about possible topics with a faculty person(s) upon completion of twenty-four (24) credits.

Experience has shown that candidates who complete their course work and leave the campus without first having their Master's Project Proposal approved by the Master's Project Proposal Review Board tend never to complete their projects and receive degrees. The prudent student completes the essential step of having the proposal approved and a committee assigned before completing all course work. The candidate is then free to complete the project anywhere in the world.

If a candidate completes all course work before completing the Master's Project, the candidate must maintain his or her Candidate Status by paying a Continuing Registration Fee (\$15.00) at the beginning of each trimester until the Master's Project is successfully completed.

The range of subject matter for these projects is as broad as the spectrum of human communication. Although the faculty must first approve a carefully planned Master's Project Proposal, they are willing to consider any reasonable subject and method of presentation. If well handled, almost any medium of human communication would be acceptable, for the faculty is as interested in how effectively the candidate communicates the message as in the content of the particular message.

The Master's Project Proposal

(Curriculum Tracks A.&C.)

There is a series of steps in the preparation and submission of the Proposal.

1. Informal thinking sessions with one or more faculty persons during which various ideas for a project are considered and one finally agreed upon.
2. The submission to a faculty person of a clearly written statement of the project's goal and objective(s).
3. An approval of the statement of goal and objectives by the faculty person.
4. Preparation of the complete Proposal and submission of six (6) copies to the Master's Project Proposal Review Board through the school's Administration Coordinator.
5. The candidate submits the six copies of the proposal along with the Master's Project Fee (\$150.00).
6. Approval, disapproval, or request for revisions by the Board through a form mailed to the student.

A special booklet, "Guidelines for the Master's Proposal and Project," is available from the GradComm office. It is essential that this be studied and followed.



Master's Projects (May, 1979)

Al-Ebraheem, Bader N.

International Flow of News and the Arab TV News Exchange Centres

Ali, Abdul Jaleel Kassim

An Analysis of Arab Propaganda in the U.S.A.

Anderson, Rayfield D.

Selected Influences on Approaches to Problem Solving in Humans

Brennan, Onanong A.

Image of Thailand in the U.S.A. Media

Coffey, Marcia

Current International Controversy on Human Rights

Denton, Laurie R.

"Oba!" (a novel)

Gray, Stephen

The Promotion of Solar Heating in New England

Gugliotti, Nick

The Evolution of the Sport of Hocker: A Communication Plan for its Diffusion

Guider, Janet L.

Beyond School Walls: A Photographic Study of The Children's Creative Workshop

Harriman, Les

A Center for Young Artists: A Design Prospectus

Hurley, Kathie M.

Are Seagulls Free? (a play)

Jacunski, Robert R.

Psychosex: Poetic Transmediation of the Theories of Wilhelm Reich Concerning Human Love

Joseph, Rev. A. Prince

Comparative Study of Mythological Symbols in Indian and Christian Religions

Kusterer, Herbert

Human Services and Arts/Cultural Organizations: A Stamford Directory

Lockwood, Claude Edward, Jr.

Sports Participants and the American Sports Creed (an attitudinal study)

Luberoff, Leslie

Communication in the Communication Industry: A Study of TV Traffic

Makovich, Carol J.

Evolution and Assessment of a Corporate Publication

Maron, Daniel J.

Hall Neighborhood House: (a slide/sound production) (1978)

Mascarenhas, Mark and

Richards, Kenneth N.

"The Broken Wheel": A Day in the Life of a Clown (¾" Video Cassette)

Massey, Lucile J.

The G.W. Story: A Corporate Case Study in Creative Problem Solving (1978)

McCarthy, Dennis

Teaching Communication Theory (an undergraduate course) (1978)

McQuillan, Dennis

The Antibody (a one-act play) (1978)

Minkley, Robert W.

An Assessment of the Communication Function in a Business Organization to Facilitate the Lateral Transmission of Resource Management Information Dissemination to Employees and External Publics (1978)

Nicolosi, Marianne

Broken Webs: Communication Networks Involving the Dying

Norcross, Lois M.

Connecticut State Employee Suggestion/Award Program (an analysis)

O'Brien, Robert C.

The Heart As Symbol (a study in semiotics)

Paik, Woon Hee

Critical Analysis of a Communication Model of National Development

Pereira, Myron J., S.J.

A Time to Kill and Other Stories (Fiction)

Rajcok, Andrew Rage

Local Advertising Broadcast Over WICC Radio (1965-1976): A History (study and audiotape)

Richards, Kenneth N. and

Mascarenhas, Mark

"The Broken Wheel": A Day in the Life of a Clown (¾" Video Cassette)

Rippeto, Elizabeth P.

Communication Patterns Between Community and Corporate Organizations in Greater Bridgeport

Russo, Joseph Lawrence

Some Possible Guidelines for a Social Group Advocate

Sheehan, Kathleen C.

A Guide for the Beginning Writer-Producer of 30-second Commercial Spots

Tlholoe, Zula Makwe

A Spring In March (16mm/color/sound)

Tosti, Elena

Changing Arab Images in the American Press

Tyler, Ann C.

Speaker Behavior and Influence on Listening

Vinicombe, Jan E.

The Essential Role of Volunteers as Public Relations Devices in a Health Care Facility

Ware, Joel B. (Jr.)

Kayaker (an instructional book)

Weaver, Alan B.

Case Study Between Culture and the Media: Motion Picture Censorship

White, Ted

News Broadcasting (contribution to a college textbook)

Zeidman, Lilli

Federal Regulation of Advertising



Graduate Certificate Programs

Master of Arts Degree Plus Graduate Certificate in an Applied Field

(Professional Writing Program and Video Planning, Writing, and Production Program)

The Master of Arts degree plus a Graduate Certificate requires that a total of 45 credits be earned, 12 of which are in the applied field. Normally, the Master of Arts thesis or project will be closely related to the particular certificate program.

A student need not complete the M.A. program before beginning the graduate certificate courses.

Under certain situations, students within the M.A. program, or from without the program, may be permitted to take individual courses in the certificate programs (space permitting).

The Professional Writing Program

Goals and Objectives

This program in professional writing is not a course in literature appreciation, nor may it accurately be called a program in "creative" writing. While we expect our students and graduates to bring creativity to whatever mode of writing they may be engaged in, the emphasis is upon writing as a respected professional career.

Professional writers report that they must be extremely adaptable and have a well-rounded ability to write if they are to survive as writers over a lifetime. This program has been designed with that realization in mind. The professional writing courses are integrated into a

communication curriculum of interrelated courses covering much of the spectrum of human communication and its media of expression.

It is the purpose of this program to enable our graduates to function as free-lance writers and to join organizations of various kinds requiring men and women who can write clearly, accurately, and when the occasion demands, excitingly.

Approach

This program provides students opportunities to write and work with talented peers in a workshop environment under the tutelage of competent, inspirational, professional writers; to practice in a number of different modes of writing which will serve them well during a diverse unpredictable future; to learn about the publication process and to meet practicing editors, publishers, and writers from the various media.

Applicants to the Professional Writing Program must submit a portfolio of their writings for approval by writing faculty.

Credit costs are the same as for the M.A. program.

Professional Writing Curriculum

PWP-1	Non-fiction Writing (article length) (<i>Englehardt</i>)
PWP-2	Writing for the Visual Media (<i>Sloane and Kean</i>)
PWP-3	Writing for Organizations (I) (<i>Langley</i>)
PWP-4	Non-fiction Writing (book length) (<i>Craig and Goldhurst</i>)
PWP-5	Writing for Organizations (II) (<i>Langley</i>)
PWP-7	Writing for the News Media (<i>Klein</i>)
(IWP)	Independent Writing Project (<i>Faculty</i>)

(Course descriptions in booklet, *Professional Writing Program*. Available through office.)

Video Planning, Writing, and Production Program (VP)

Goals and Objectives

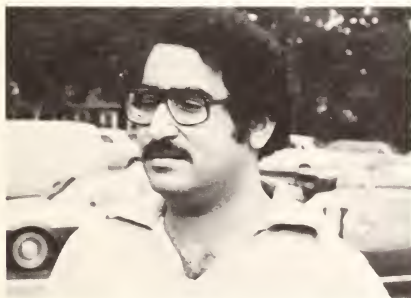
It is the purpose of this program to provide opportunities for men and women to learn how to create video productions for professional purposes. Although the techniques learned are readily applicable to broadcast television, this program is aimed primarily at professional productions for corporate, political, and educational purposes.

Approach

Students will also learn how to approximate broadcast television quality with relatively inexpensive video equipment on location and in modest studios such as those typically available in organizations not engaged in mass communications. It is everywhere lamented that creative programming is the missing ingredient in most non-entertainment productions. Therefore, emphasis in these courses will be on conceiving, planning, and writing programs. Although inevitably interlocked with production techniques, the courses and workshops will stress content over technological expertise.

Applicants to the Video Certificate Program must show evidence of knowledge in basic video production or complete course #292.

Credit costs are the same as for the M.A. program.



Video Production Curriculum

VP-1	Advanced Video Production (Abel)
VP-2	Writing for Private Network Video (Kranz)
VP-3	Video Workshop (Fraumeni)
VP-4	Professional Portfolio Productions (Gottemoeller)

(Course descriptions in booklet, *Video Planning, Writing, and Production*. Available through office.)

Instructional Facilities

The school is fortunate in having a three-camera, B&W production studio (1" video); Portapac (1/2" video) equipment; access and internship possibilities in the Connecticut Public Television Studio (2" color video) housed in the school; and for special community projects, the use of several major corporate studios (2" color).

Master of Arts Plus Graduate Certificate

See admissions requirements and description of Professional Writing Program and Video Planning, Writing, and Production in Program elsewhere in the catalogue and in special booklets.

Applications for admission will be considered on a competitive basis.

Admission Procedures

Master of Arts Candidates

A baccalaureate degree from an accredited college or university is the initial prerequisite. Students from some areas of undergraduate concentration may need additional courses for successful graduate study in communication.

Each applicant is evaluated on the basis of scholastic attainments, academic promise, nature of any work experience, and seriousness of purpose. Extra consideration is given applicants who have had a period of employment within the field of communications since receiving the baccalaureate degree.

An applicant whose undergraduate record is not entirely satisfactory may be admitted as a **PROBATIONARY CANDIDATE**, if he otherwise qualifies on the basis of work experience, or presents other evidence of academic aptitude. Probationary candidates may apply for admission to candidacy for a degree, if on review, their class performance is judged satisfactory.

- **Applications:** should be submitted as early as possible before the entry date preferred, September, January, or April. A check or money order for fifteen dollars (\$15) must accompany all applications, except in the case of nationals of countries other than the United States and Canada and who are not in the United States at the time of *applying*.
- **Nondiscriminatory Admissions:** Fairfield University admits students of any race, color, religion, national or ethnic origin, or physical handicap.
- Fairfield University is in compliance with Title IX of the Education Amendments of 1972, and does not discriminate on the basis of sex.

- **Official Transcript(s):** It is the responsibility of the applicant to request that the applicant's previous university(ies) forward all undergraduate and any graduate school transcripts directly to the Graduate School of Corporate and Political Communication, Fairfield, University.

- **Recommendations:** The names of at least three persons who can comment on the ability of applicant to perform graduate work.

- **GRE:** It is the responsibility of the applicant to take the Graduate Record Examination (GRE) early enough to ensure that the results will be available for the admission procedure. A waiver or postponement of examination is possible.

(The GRE is normally required as an integral part of the admission procedure. If, however, other aspects of the applicant's record of achievements and recommendations are sufficiently compelling to the Admissions Committee, the applicant may be allowed to enter class but must take the GRE within the first trimester.)

Register By			For Testing On	
Sept.	24 '79	Oct.	20 '79	
Nov.	7 '79	Dec.	8 '79	
Dec.	11 '79	Jan.	12 '80	
Jan.	23 '80	Feb.	23 '80	
Mar.	26 '80	Apr.	26 '80	
May	14 '80	June	14 '80	



General Regulations and Information

The School Year

Three trimesters of approximately 15 weeks each constitute the school year.

See Calendar for this year.

Class Times

Some classes are conducted during the day, but the majority are presented in the evening to enable professionally employed men and women to attend and earn an advanced degree. Such a schedule also allows the Center to make optimum use of the many professional communicators who live in the Fairfield County area, some as guests lecturers and some as part-time faculty members.

A schedule for the year is available through the GradComm office, but in general, courses are held at the following hours:

Mornings 9:00-11:00 and 11:10-1:10

Evenings 6:00-8:00 and 8:10-10:10

Saturdays mornings and afternoons

No distinction is made between day and evening courses — the course content and the instructor are the same. Some students may find it convenient to mix morning and evening courses to fit their personal schedules.

Course Loads

Students begin by taking at least six (6) credits and complete at least fifteen (15) within their first three trimesters after beginning. *(Note that students taking eighteen (18) or more credits per year are eligible for health and accident Insurance.*

Maximum credit load per trimester is set at twelve (12). Any variations must have the Dean's prior written approval.

Work Completion

All course work is due on the last day of class. Any extension must be approved in writing.

Standards of Progress

Courses are graded by professors as:

A — excellent; B — good; C — poor; D — unsatisfactory;

Inc. — Incomplete, no credits.

Average of B must be attained for graduation.

Students receive grades at end of each trimester.

Interruption of studies is allowed only on a one-by-one evaluated basis, because of reasons of health, finance, or extrinsic pressures. Resumption is on a similar, individual evaluation and recommendation of the Dean.

The only probation period normally allowed is for the first trimester on the recommendation of the Admissions Committee and the evaluation of the Dean. Probation indicates previous unsatisfactory undergraduate work which is offset by changed personal status, motivation, recommendations, professional experience. During the probationary period a student must — in the personal evaluation of course professors — perform better than the average graduate student.

Discipline

There are no formal "disciplinary" procedures in the Graduate School. Normal, adult student behavior is presupposed and in all the years of the School's existence, this presupposition has never been faulted. Should a case ever arise, the University guarantees the student due process and the right to be heard in his or her own defense.

Tuition and Fees

Application Fee	\$ 15.00
Registration Fee/Trimester	\$ 8.00
Tuition-per credit hour	\$100.00
Master's Project Fee (due at project's start)	\$150.00
Independent Studies (#229) Fee per credit	\$100.00
Graduate Certificate Courses Fee per credit	\$100.00
Graduation Costs	\$ 25.00
Continuing Registration when not taking courses (due at beginning of trimester)	\$ 15.00

All tuition and fees must be paid on Registration Day each trimester. Any unusual arrangements, e.g. company reimbursement, Veterans Administration, government payments, must also be made during or prior to Registration Days.

Students must pay all tuition costs and fees on the day of registration, even if they are eligible for company reimbursement.

The only exception will be if a student has a letter from a company stating that they, the company, will pay Fairfield University *directly* for the course(s).

Letters from companies stating that they will reimburse the *student* directly upon satisfactory completion of the course *cannot* be accepted as a reason for deferring the payment of tuition and fees. These students must pay all tuition and fees at registration.

The University, with approval of the appropriate authorities, reserves the right to change tuition and other fees whenever it deems necessary.

No degree shall be conferred and no transcripts shall be issued for any student until all financial obligations to the University shall have been met.

Students taking 18 or more credits per year may purchase health and accident insurance from the University Student Services Office for approximately \$50.00. They may have the use of the infirmary. Various meal plans are also available to them through the Campus Center. Only on rare occasions is there a vacancy in the dormitories for graduate students, but the University Housing Office will be of assistance.

Students must pay a Continuing Registration Fee of \$15.00 for each trimester when courses are not being taken.

Course Withdrawal Refund

A student who withdraws from a course on a voluntary basis may request a refund in accordance with the following schedule. The Graduate School must be informed in writing of such withdrawal, if a request for refund is to be approved.

	<i>Amount Refundable</i>
Before the first class session	100%
Before the second class session	90%
Before the third class session	80%
Before the fourth class session	70%
Before the fifth class session	60%
Before the sixth class session	40%
Before the seventh class session	20%
After the seventh session	0%



Standing Committees of the Graduate School

Corporate Headquarters Liaison Committee

Fred Beck
Director of Speaker Services
Continental Oil

Debra Bennetts
Communications Specialist
Richardson-Merrell

Leroy Brain
Director of Communications
Burndy

Joseph M. Cahalan
Manager, Employee Affairs
Xerox

E. James Clark
*Manager, Corporate Educational
Communications*
General Electric

Robert Currie
*Manager, Educational Programs
Administration*
General Electric

Joan Gilbert
Community Relations Manager
Texaco

Casmer Hill
Management Development Advisor
Sikorsky Division of United Aircraft

Charles T. Keene
Sr. Communications Specialist
Ciba-Geigy

Traug Keller
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Communications*
I.B.M.

William J. Kenney
Program Administrator, Audio Visual Development for General Business Group
I.B.M.

Clement Kerley
Manager, Manpower Planning/Development
Pitney-Bowes

Fred Lambert
Director Corporate Employee Relations
Handy & Harman

Allan Mather
Director, Personnel Development
G.K. Technologies

Thomas E. McCarthy
Director of Public Information
G.T.E.

John R. McGoldrick
Director of Communications Services
American Can

David Moffitt
Director of Information
Continental Oil

Frank Nuelle
Public Relations Director
Stauffer Chemicals

William O'Brien
Manager, Special Activities
Service Bureau

Therese M. Romano
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Conference Leader
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Clairol

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 International Rescue Committee

Horace Lyon
Public Relations Consultant

A. Edward Miller
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 Gerald F. Hutchinson, S.J.
 James J. McGinley, S.J.

University Administration

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 Dr. John A. Barone
Provost
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Vice President for Development and Public Relations
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Vice President for Business and Finance
 William P. Schimpf
Vice President for Student Services
 Rev. Thomas J.M. Burke, S.J.
Dean, Graduate School of Corporate and Political Communication
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Dean, School of Business
 Dr. William Murphy
Director, Continuing Education
 Dr. Robert F. Pitt
Dean, Graduate School of Education
 Dr. Phyllis E. Porter
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 Dr. Stephen L. Weber
Dean, College of Arts and Sciences
 Barbara D. Bryan
University Librarian
 Stephen P. Jakab
Director of Personnel
 Robert C. Russo
Director of Management Information

Graduate School of Corporate and Political Communication

Rev. Thomas J.M. Burke, S.J.
Dean
 Theodore A. Cheney
Administration Coordinator

Master of Arts Degree Recipients 1967 - 1979

Charles J. Abramo
Bader Nasser Al-Ebraheem
Abdul Jaleel Kassim Ali
Charles E. Anderson
Rayfield D. Anderson
John A. Arlauskas
Leonard R. Aronow
Robert Baffa
Tamar R. Baumgold
E. Ronald Bard
Ted Belfanti
Daniel Benson
Joanne Blackley
David Blanton
Ernest P. Braatz
Sandra J. Braychak
James A. Breaux
Onanong Andhivarothai Brennan
Robert J. Brennan, Jr.
Christine G. Brown
Donald Brown
Betty J. Burr
Clarence Cable, Jr.
John Callahan
Thomas W. Campbell
Salvatore G. Cappello
Richard Carr
Timothy J. Casey
Maj. Thomas Catalano
Jovita Cerezo
Richard Cerrone
Theodore A. Cheney
Alexander Chodaczek, Jr.
John Ciak
Sr. Helen Clifford
Marcia Coffey
Sharon Cohen
C. Donald Cook
Sr. Rita Conyers
Frederick B. Condit
Raymond Coutant
George Crane
Paul T. Crowley
Eugene B. Czarnecki
Vincent D'Alessandro
Thomas G. Dadakis
Doreen Daly
Cesare DelVaglio, Jr.
Edward DelVecchio
Joan E. Dendinger
Larry Herbert Dennis
Laurie R. Denton

Ralph DiBart
John C. Dolan
David Duffner
Patricia M. Duspiva
Lawrence J. Elinskas
Charles H. Emely
Ronald Esposito
Robert Estony
James W. Fahey
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Charles Feld
Ann Todarelli Ferris
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Rev. Meliton Mark Fonseca
Willard Foster
Richard S. Fox
Carole Lamour Frankel
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Charles Frazer
Gerhard Friedrich
Ingrid M. Garriga
Howard Gaynor
Jenene A. Karamon
Vincent Giannetto
Linda Paige Giorella
Bruce N. Giffin
Kathleen Gill
Margaret Glendon
Barry Goldenberg
James D. Grady
Kathleen Graham
Laurence Graham
Herbert A. Grant
Charles M. Graves
Elaine Graves
Steven B. Gray
Ronald Greenberg
Nicholas Joseph Gugliotti
Janet Louise Guider
Patricia Guild
Joanne Marie Gula
Robert Halliday
Linda Hansen
Frederick Harden III
Michael Harder
Russell Harding
Githa Hariharan
Kevin E. Harold

Robert Leslie Harriman
Winifred Hayes
Edward G. Hazen, Jr.
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Thomas Healy
Ronald Hedges
Andrew Hegedus
Selena Heredia
Gordon Hirshhorn
Michael A. Holbrook
Maurice Hommel
Alexander Houston
Mary Catherine Huber
Paul J. Hughes, Jr.
Kathie M. Hurley
Dona Illy
Barbara Ivler
Robert R. Jacunski
Stephen Jakab
Barbara Jennes
Donald Jones
Samuel Joory
Michael Joseloff
Rev. A. Prince Joseph
Richard Kagel
Steven B. Kallaugher
Darwin Kealey
Mary Thompson Keane
William J. Kenney
Daniel Kerrigan
Bongani Augustine Khumalo
Maureen M. Kilbourn
Hugh F. Kilmer
Susan R. King
Karen G. Klebe
E. Theodore Kolota
Maryann Frances Krysiuk
Michael Joseph Kukiell
Herbert Kusterer
Kehinde Kuye
Alberta C. Lamb
Ada Lambert
Fred J. Lambert
Margot Lande
William F. Lavelle
Alfred C. Lawrence
Joanne Lawrence
Richard Lefebvre
Tom Lennon
Susan Hall Liang
Nicholas A. Liberatore
Michael Liscek
Helen Liu
Claude Edward Lockwood, Jr.
Lawrence A. Loomis

Leslie Luberoff
 Anthony Joseph Lugris
 Rev. John Lynch
 Millie Rose Madrick
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 Ralph Major
 Carol J. Makovich
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 Brian Malone
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 David Martin
 Reynold Martin
 Mark V. Mascarenhas
 Lucile J. Massey
 Guy McCann
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 Dennis McCarthy
 James McCarthy
 Lee McGavin
 Jay Cook McClure
 Oliver G. McLean
 Martin McPike
 Colin McQuillan
 Arland P. Meade
 Walter F. Meads
 Raymond Arthur Messecar
 Edith F. Meyers
 Joseph F. Michaels
 Michael Michlein
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 Sanford W. Miller
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 Alan Mirabelli
 Joanna C. Miska
 Russell Mojcher
 Patrick Mooney
 Daniel J. Moore
 Kevin Morgan
 Marion E. Morra
 Marilyn Ruth Morris
 Cassandra Morrow
 John J. Mudry
 Sharon Kara Muller
 Philip Murphy
 William Mutschler
 Judith Nail
 Thomas Naughton
 Ann Neary
 James L. Nelson
 Susan M. Nelson
 Marianne Nicolosi
 Renato Nieva
 Augustine J. Nolan
 Lois M. Norcross

Emily Nottingham
 Robert C. O'Brien
 William G. O'Connor
 Rev. Joseph Ohieku
 Oni Okonji
 Mark Olander
 Susanne T. Olson
 Peter O'Neill
 Kathleen Opel
 John P. O'Rourke
 Woon Hee Paik
 John L. Pastorfield
 Myron J. Pereira, S.J.
 William Perry
 John A. Pistel
 Karen R. Potok
 John Matthias Rabuse, Jr.
 John S. Radice
 Andrew Rajcok
 Roby M. Raymond
 William Reagan
 William Redgate
 Bartholomew Regazzi
 Daniel J. Reilly
 Kenneth N. Richards
 Laurence Brian Rifkin
 Rodolfo A. Rios
 Zertuche Diez
 Elizabeth P. Rippeto
 Robert Robotham
 Kevin Roche
 Bob Rollauer
 Marcia J. Rosen
 David Rourke
 Glenda Williams Rowe
 Richard V. Rowland
 John Steven Ruehl
 Mary Russell
 Lawrence Joseph Russo
 Mary Jo Ryan
 Regina M. Ryan
 Allan Ryff
 Lynne Salop
 Daisy Infante Sampang
 Audrey Santillo
 Margaret F. Schimpf
 Jeannette A. Schneider
 Susan Schouten
 Herman R. Schuessler
 Stuart Schwartz
 Thomas Sebastian
 William Seekamp
 Andrew Semon
 Maureen Shanley
 Kathleen C. Sheehan
 William G. Shimkus
 Larry H. Shrednick
 Jay B. Siegel

Ann Silverman
 E. James Simon
 Raguhbir Singh
 Jonathan Sinish
 Paul Sladkus
 Donna MacInnes Smallwood
 Donald E. Smith
 Douglas B. Smith
 Roy Kark Smollan
 Thomas E. Sobocinski
 Willie Spain
 Joan Stableford
 Pierre Stanis
 Craig Stevens
 George T. Sulick
 Brendan Sullivan
 Patrick H. Sullivan, Jr.
 Rev. Raymond F. Sullivan
 Sean Sullivan
 Edward Sulzberger
 George W. Summerson
 Susan Suppe
 Richard Taylor
 Mary C. Thompson
 Zula Makwe-Tlholoe
 Elena Tosti
 Peter Twidale
 Catherine Leonard Twohill
 Ann Crotty Tyler
 Roger H. Uhlich
 Frank N. Valente
 Mary Ann Valinski
 Warren S. Van Deventer
 Steven Varga
 Michael Venezia
 Albert Vestro
 Fred Vigeant
 Jan E. Vinicombe
 Prisana Vipanon
 Ronald Waite
 Mary K. Walker
 Brian D. Wallace
 Joel B. Ware, Jr.
 Alan B. Weaver
 Elaine C. Weeks
 Charles Wesolowsky
 Ted White
 Donald E. Whittaker
 Lawrence F. Willard
 Don V. Williams
 Daniel C. Winkler
 Kevin F. Wolfe
 William W. Woods
 Lawrence E. Woodward
 Mary-Lynn Wrabel
 Lilli Zeidman
 Joseph Zielinski, Jr.
 David Zola

Calendar 1979-1980

Three trimesters of approximately 15 weeks each constitute the school year.

Trimester I

September 8
(Saturday)

- *Orientation* (New Students) 10:00 am
- *Registration* (Continuing Students) *A through M* (9:00 am)
N through Z (10:30 am)
(New Students) 1:00 pm

September 10
September 15
November 23-25
December 7

First weekday classes
First Saturday classes
Thanksgiving recess
International Dinner (*food contributed by students, faculty, graduates, and friends of the School*)

December 15
December 20
December 21 -
January 4

Final Saturday classes
Final weekday classes

Christmas recess

Trimester II

January 5
(Saturday)

Registration (New and Continuing Students)
A through M (9:00 - Noon)
N through Z (1:00 - 3:00 pm)

January 7
January 12
April 12
April 17
April 18-26

First weekday classes
First Saturday classes
Final Saturday classes
Final weekday classes
Spring recess

Trimester III

April 26
(Saturday)

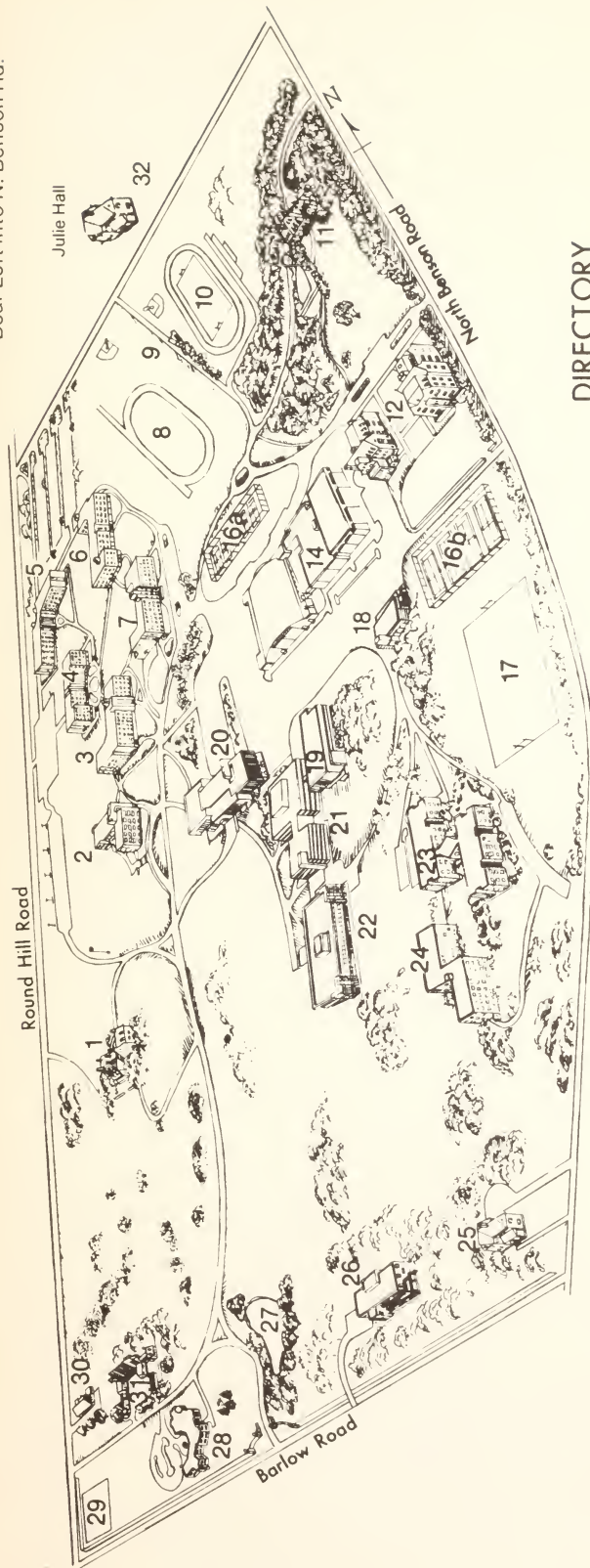
Registration (New and Continuing Students)
A through M (9:00 - Noon)
N through Z (1:00 - 3:00 pm)

April 28
May 3
May 25
July 4-5
August 7
August 9
August 10

First weekday classes
First Saturday classes
Commencement Exercises
Independence Day recess
Final weekday classes
Final Saturday classes
Summer recess begins

CONNECTICUT TURNPIKE
FROM NEW YORK
Take Exit 22
Left on Round Hill Rd.

FROM MERRITT PARKWAY
Take Exit 44
Black Rock Turnpike
Turn Right at Stillson Rd.
Bear Left into N. Benson Rd.



CONNECTICUT TURNPIKE
FROM NEW HAVEN
Take Exit 22
Right on N. Benson Rd.

FAIRFIELD UNIVERSITY CAMPUS

DIRECTORY

1. Bellarmine Hall
2. Canisius Hall
3. Gonzaga Hall
4. Regis Hall
5. Northwest Hall
6. Campion Hall
7. Loyola Hall
8. Varsity Hall
9. Concert Shell
10. Alumni Field
11. McAuliffe Hall
12. Xavier Hall
13. Berchmans Hall
14. Student Recreational Complex
15. Gymnasium
16. Tennis Courts

17. Grauert Field
18. Central Utility Facility
19. School of Nursing
20. Campus Center
21. Bannow Science Center
22. Nyselius Library
23. Southeast Hall
24. Fareast Hall
25. Institute For Human Development
26. Jesuit Residence
27. Bellarmine Pond
28. Center for Financial Studies*
29. Barlow Field
30. Playhouse
31. Maintenance Complex
32. Julie Hall
- *. Presently under construction

**The Graduate School of
Corporate and Political Communication**

**FAIRFIELD
UNIVERSITY**

**North Benson Road
Fairfield, Connecticut 06430
(203) 255-5411**